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Students' Interest in Reading Short Story at Grade IX SMP Negeri 3 Samaturu Kabupaten Kolaka

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Abstract

This research is a descriptive study that aims to get an idea of the interest in reading short story at the students of SMP Negeri 3 Samaturu Kolaka. Overall respondents are students of class IX SMP Negeri 3 Samaturu totaling 65 people. The data collection technique used was to spread the Likert scale questionnaire to the respondents. The questionnaire contains 20-point declarations, which consisted of 13 items of positive statements and 7 negative items. The data obtained in this study were processed and analyzed by scoring and coding techniques and result showed that 4 respondents or 6.15% of respondents who have a low interest in reading; 29 respondents or 44.62% of respondents who have a moderate interest in reading; 32 respondents or 49.23% of respondents who have a high interest in reading. Based on the criteria used, interest in reading short stories of grade IX students of SMP Negeri 3 Samaturu said to be sufficient if the percentage of respondents reading interest category is being increased percentage of respondents' categories of high interest to reach 60% or more. Therefore, the percentage of respondents reading interest categories plus the percentage of respondents currently high interest categories reached 93.85%, it was concluded that the students' interest in reading short stories at grade IX SMP Negeri 3 Samaturu Kolaka was adequate.

Keywords: short stories, reading interest, descriptive research

A. Introduction

One of the literary works of the famous and easy to obtain the reading public, including by students is a short story. Short Story can be found easily on the mass media published in Indonesia such as newspapers or magazines. Numerous short stories received special attention because it is one of the literary works that are not too demanding a lot of time to read it. In addition, the short story is a literary work can be a life lesson contents because it contains the values of life.

As a reflection of that in the stories embodied the values of life, the stories become one of the 2006 curriculum materials in learning Indonesian in schools. It can be seen in one of the standards of competence aspect of learning to read Indonesian ladder Junior High School class III, to understand the discourse of literature through reading the book of short stories (short

stories). This competency standard includes two basic competencies: (1) find a theme. Background, characterizations of the short stories in the book collection; (2) analyzing the values of life in short stories in one book collection.

Material stories on competency standards are part of the material's ability to appreciate literature. To be able to appreciate a work of literature, including short stories appreciate, of course, must go through a process, ie reading the short story. Reading is an activity beginning to reach the stage to appreciate a literary work. Read as an aspect of language skills is a process that is carried and used by readers to get the message delivered by the author through the medium of words or written language (Hodgson in Amri Said, 1995). In other words, through reading one can do appreciate stages (understand, enjoy, rate or appreciate). Therefore, a thing no less important for students to have a high appreciation power is to grow and increase interest in reading literature among students, including interest in reading short stories.

One thing that may not be excessive if the teaching of literature who have not achieved the desired results today there are still a lot of scrutiny from the public observer of literature. This condition arises because the student's ability to appreciate literature is still low. Specialized in teaching to appreciate the short story, the reality shows that the ability to appreciate by junior high school students still can not meet the expectations. This is not apart from the issue of students' interest in reading. Therefore, the issue of interest in reading tends to be underestimated demand the attention of teachers at the school. A teacher must understand the students' interest in reading. In teaching literature, understanding students' reading interest will determine the pace early learning activities. Thus, the habit of a teacher who tended to ignore the interest in reading should be eliminated.

In connection with the spotlight on the teaching of literature in schools by community observers literature, Rosenblatt (in Gani 1988) proposed four principles of teaching literature, namely (1) students must be given the freedom to display the response and reaction, (2) the student must be given the opportunity to personalize and crystallize a sense of personal against copyright literature is read and studied, (3) the teacher should try to find kontak-contact between the opinions of students, (4) the role and influence of the teacher should be an impetus to the exploration of the influence of vital internal in the system itself. The fourth principle above sstra teaching can not be separated from the act of reading (reading interest) as the primary means of application and also can be used as a tool to fix the problem of interest in reading (story).

The ability of people's appreciation of literature in general, and short stories in particular must be improved, as well as the need to develop interest in reading among the public, so that they regarded it as part of its activities (Tarin, 1984). He added that fiction as a literary work that tells and describes the life of both physical and psychological, physical and spiritual, is expected to attract and cultivate students' interest to read a work of fiction, because by reading fiction means adding and enriching experience for readers.

It should be realized that the cultivation of interest in reading literary works in the form of fiction merupakan one important part of the teaching of Indonesian literature. Instilling in students interest in reading fiction also means supporting the formation and development of Indonesian literature. One interest in reading fiction is meant is interest in reading short stories.

In connection with the above description of this research was conducted to determine interest in reading stories overview class IX students of SMP Negeri 3 Samaturu. Selection of class IX students as research subjects because they are considered to be interest in reading in relation to control standards and basic competencies regarding the short story material. In addition, grade IX has participated in various literary activities in the classroom before making it easier to get an interest in reading short stories in this study.

B. Literature Review

1. Understanding the Role of Interest and Interest in Reading

According to Witty (in Tarigan 1989: 140), interest is characteristic desire is done through action by an individual who tried through his chosen objects, activities, skills, and is aimed at things like.

Furthermore, according to chaplins, interest or attention (interest) are: (1) an ongoing attitude that patterns a person's attention, so that makes him so selective about his intentions object; (2) feeling states that an activity, work, or object it is valuable or meaningful to the individual; (3) a state of motivation that guide behavior toward one direction (target) specific (Chaplins, 1989).

Interest is the psychological aspect which occupies an important role in all human activity in the life and livelihood. Interests can color a person's activity, as well as a strong motivation or encouragement to an object or activity that makes people interested. This is consistent with the statement Sukartolo (in Nasution, 1981) that the interests not only can color the person's behavior, but more than that interest of encouraging the activity and cause a person to pay attention and volunteered himself tied to a situation.

The statement also applies in the case of reading. Interests have a very important role in improving reading success. Thus the role of interest to improve reading success, including if we want to increase success in reading short stories, then attention to reading interests should not be ignored. Teachers should strive to develop students' interest in reading. Increased interest in reading can be done in various ways, for example: (a) provide reading material; (B) the selection of good reading materials; (C) have the awareness and the high interest in reading; and (d) the provision of time for reading.

2. Definition of Reading

Reading is a process that is carried and used by readers to elicit responses that would be submitted by the author through the medium of words / written language or picking as well as understand the meaning contained in the written material (Mashudi in Tarigan 1989). Definition of reading is also expressed by Finochiaro & Bonomo (in Mintowati, 2003) that reading is the process of picking and understands the significance / meaning contained in the written language. In line with these opinions, Hodgson (in Tarigan 1985) states that reading is a process that is carried and used by readers to get the message conveyed through the medium of written language author.

Reading is the processing of reading critically, creatively done with the aim of obtaining a thorough understanding of the nature of reading it, and assessment of the state, value, functionality, and the impact of the reading. Correspondingly, Syafi'ie (in Ardiana, 2002) states that reading is merely the development of skills to understand the words, sentences, paragraphs in reading through a critical and evaluative understand the overall content of reading.

From the above it can be concluded that reading is a process that aims to understand the meaning, either express or implied from the reading material, and involves thinking and interpretation of the reader for reading materials.

3. Aim of Reading

Specifically, the purpose of reading is (1) obtain factual information, (2) obtain information about something special and problematic, (3) provide an assessment of the papers someone, (4) gain pleasure emotions, and (5) spare time (Nurhadi, 1989). By contrast, in general, the purpose of reading is (1) information, (2) gain understanding, and (3) obtaining pleasure.

The purpose of reading related to literary reading proposed by Anderson (in Tarigan 1985): (1) find the details or facts, (2) finding the main idea, (3) find the order or organization literature, (4) concluded, (5) classifies , (6) rate, and (7) compares or contrasts. The purpose of reading is said to be a destination in literary reading as in its exposition is always associated with the things done by the characters.

4. Definition and Characterisitcs of Short Story

The short story can be regarded as a story in prose that is relatively short and only have a single effect, as well as a unified whole and complete form. The short story is not the narrative of events is based on reality or actual incident, but rather the result fiction author. Although it is only conjecture, but it was written based on events in the life. What is told in short stories did not happen, but such an event could happen in human life.

Short Story is a short story which was unanimity of ideas. In brevity and densities that a short story is full, round and short. All part of a short story should be tied to the unity of the soul: short, dense, and complete. There are no parts that could be said and to be thrown away (Tarigan, 1984).

Short stories as the name suggests, shows the short-paced nature, both events were disclosed, the story, the number of actors and the number of words used (Priatni, 2003). Shorthand story was not because of the shorter of the novel, but because aspects of the problem are very limited. With these restrictions, then a problem will be reflected much more clear and memorable to readers.

Short stories can be classified based on several viewpoints. One of them is sharing a short story based on the elements of fiction that emphasis, namely: (1) short stories thematically, is a story that emphasizes the element of themes or problems are severe enough to be considered;

(2) a short story plot, is a story that emphasizes the flow or plot; (3) The setting of short stories, is a story that emphasizes the elements of the background where the occurrence and when an event occurs; (4) short story character, is a short story that emphasizes the aspects of character depiction of actors in the story; (5) The short story is a story that emphasizes the atmosphere of the atmosphere depicted in the story writer.

The short story from the viewpoint of any classification, have the same essential characteristics, which aims to give a crisp and clear in the form of a single, intact, and achieve a single effect also on readers.

The short story has special characteristics that distinguish it from other fiction. Some special features short stories presented by Tarigan (1984) as follows: (1) the main characteristics of the short story is short, compact, and intensive; (2) The main elements of the short story is the scene, figure, and motion; (3) the language short story should be sharp; (4) The short story should contain the author's interpretation of its conception of life, tdaka either directly or indirectly; (5) a short story should cause an effect in the mind of the reader; (6) short story should cause feelings in readers that road Ceritalah the first exciting feeling, and then pulls the mind; (7) short stories containing the details and incidents have been on purpose, and that could give rise to questions in the reader's mind; (8) in a short story of an incident that mainly dominate the storyline; (9) short story should have one main actors; (10) short story must have an interesting effect or impression; (11) short story depends on the situation; (12) gives the impression of a single short story; (13) short stories give a roundness effect; (14) short story presents one emotion; (15) the number of words contained in the short story is usually under ten thousand words, should not be more than ten thousand words.

C. Methodology

This research is a descriptive research. The research was conducted at SMP Negeri 3 Samaturu Kolaka in the academic year 2014/2015. Data retrieval studies were conducted in the first semester and by November 2014. The respondents are all students of class IX SMP Negeri 3 Samaturu totaling 65 people. The data collection technique used is the technique of inquiry or questionnaire that spreading the questionnaire or Likert scale questionnaire to the respondent. The questionnaire contains 20 items of questions, which consists of 13 of the questions positive and 7 negative point statements. The data obtained were processed and analyzed using scoring techniques and coding. The existing data are classified into three categories of reading, and that the low reading interest, interest in reading medium, and high interest. Determination of data into three categories of interest in reading was based on the following criteria. Respondents who obtained a score of 20 to 50 including the low reading interest, respondents who earn a score of 51 to 80 including moderate interest in reading, and the respondents who earn a score of 81 to 100 including the high interest in reading. After that, the data summarized using the term is adequate and inadequate. Students' interest in reading short story is considered adequate when the percentage of respondents reading interest category is being increased percentage of respondents categories of high interest to reach 60% or more; and students' interest in reading short stories are considered inadequate when the percentage of respondents reading interest categories plus the percentage of respondents was high interest in the category is not reached or less than 60%.

D. Finding and Discussion

1. Findings

Overview interest in reading short story class IX students of SMP Negeri 3 Samaturu classified into three categories, the interest in reading lower for respondents who earn a score of 20 to 50, the category of interest in reading was for respondents who earn a score of 51 to 80, the category of high interest to respondents obtain a score of 81 to 100.

Based on the classification categories of reading interest, it is known that as many as 4 respondents or 6.15% have a low interest in reading; as many as 29 respondents or 44.62% have moderate interest in reading; and as many as 32 respondents or 49.23%, which has a high interest in reading.

Classification of category of interest in reading short story class IX students of SMP Negeri 3 Samaturu details can be seen in the following table.

No.	Score	Category	Frequency (fi)	Percentage (%)
1.	20 – 50	Low	4	6,15
2.	51- 80	Average	29	44,62
3.	81 – 100	High	32	49,23
Total			65	100

2. Discussion

This study shows that interest in reading short story class IX students of SMP Negeri 3 Samaturu adequate. Nonetheless, students read it still needs to be fostered and directed to increase even more. Based on the data obtained, it is known that no respondents who achieved a score of 100 as the highest score, and no respondent only reached a score of 20 as the lowest score scale based on a predefined interest. The highest score achieved respondents score is 95 and the lowest score is the score of 46 respondents achieved.

To direct the promotion and development of the students' interest in reading, the respondents to the statements in the questionnaire that was distributed to them are discussed below.

- 1) Most students consider it fun to study literature. It is very positive for the implementation of learning literature.
- 2) Most of the students felt the benefits of reading short stories. This greatly helps teachers in fostering interest in reading short stories.
- 3) A large part of the students feel entertained and got the impression that the beautiful and pleasant at the time read short stories. This impression needs to be fostered in students so that they can develop interest in reading the stories.
- 4) Most students find new activities to gain experience analyzing short stories. This will make students more interested in reading short stories.
- 5) Most of the students were educated to become cultured human after reading the short story because it presented a lesson on culture. It could also be a driving student interest in reading.
- 6) Most students feel a pleasant impression in the race to write and read fiction so stated that it is very interesting. This greatly helps the teacher in directing the students' interest in reading.
- 7) Some students are not interested in reading a short story because the language is difficult to understand. It is a guide for teachers in order to introduce the terms of literature.
- 8) Some students argue that the stories do not have to be taught in schools. It is also a guide for teachers in order to explain both the benefits gained from reading short stories.
- 9) Most of the students considered that the short story is worth reading. It can be used by teachers to direct students' interest in reading short stories.
- 10) In general, students who collect the writings of short stories. Teachers need to introduce best short stories to the students and the students develop a penchant for directing students' interest in reading short stories.
- 11) There are a few students who wish to become short stories. It has also become the driving students read and can be used by teachers to direct students' interest in reading short stories.
- 12) Most of the students found short stories read by anyone interested in reading and written to all khlayak. However, there are students who think that short stories read by certain people and even found a short story written for certain circles. Teachers need to keep track of students who considered that the short story is read and written to certain people. Then explain to them because it is not positive for the development of students' interest in reading.
- 13) In general, the students argue that fostering interest in reading short stories to be developed and students need to supply spare time to read the stories. It was proved that in general the students aware of the benefits derived from reading short stories that will awaken penchant read short stories.
- 14) Students read short stories do not assess that damage morale readers. It is very useful to attract students' interest in reading short stories.
- 15) Most of the students expect the collection of the book collection in the library must be propagated and assess the development of creative activity is very helpful to write short stories. This gets the attention of the principal, teachers Indonesian, and library managers as very positive for the development of students' interest in reading.

- 16) Most of the students considered that by reading short stories, one can better understand the meaning of life as a short story shows the life experience and can also reap the positive values contained in the cliff. It dapat menjadi incentive for students to increasingly interested in reading short stories.

E. Conclusion

Based on the analysis, it is known that as many as 4 respondents or 6.15% have a low interest in reading; as many as 29 respondents or 44.62% have moderate interest in reading; and as many as 32 respondents or 49.23%, which has a high interest in reading. Total percentage of respondents reading interest categories plus the percentage of respondents currently high interest categories reached 93.85%, thus it can be concluded that the interest in reading short story class IX students of SMP Negeri 3 Samaturu adequate. As input for the school in this case the principal, teachers Indonesian, and the library, preferably in SMP Negeri 3 Samaturu often held a creative competition to write short stories, read stories, and make reading in the library collection including the book collection. The libraries should subscribe to newspapers and magazines that contain short stories choice. Teachers need fostering creative writing short stories on an ongoing basis to channel the students' potential.

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